DOCUMENT RESUME

ED 352 290 SO 022 266

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TITLE Receptivity to Global Education Instrument.
PUB DATE 92
NOTE 11p.
PUB TYPE Reports - Research/Technical (143) --
Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Curriculum Development; Educational Research; Elementary Secondary Education; *Factor Analysis; Global Approach; *International Studies; Item Analysis; Questionnaires; *Surveys; *Teacher Attitudes
IDENTIFIERS *Global Education; Texas

ABSTRACT

This paper discusses a survey instrument that was developed to measure educators' receptivity to the inclusion of elements of global education in the curriculum. The instrument was designed to elicit attitudinal responses. Responses were measured using a six point, strongly-agree-to-strongly-disagree, Likert type scale. A random sample of K-12 teachers, principals, and curriculum coordinators in Texas was selected for the survey; a total of 436 responses were received. A factor analysis was conducted in order to explore any interrelated dimensions within the instrument. The factor analysis data is presented in table form and items that were designated under each of the four independent dimensions revealed by the factor analysis are identified. The survey instrument is appended. (DB)

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RECEPTIVITY TO GLOBAL EDUCATION INSTRUMENT

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RECEPTIVITY TO GLOBAL EDUCATION INSTRUMENT

The *Receptivity to Global Education* instrument was developed to measure educators' receptivity to inclusion of elements of global education into the curriculum. To develop the instrument, the literature was examined for components and objectives of global education. Items were developed from these components and objectives. These items were written in such a manner as to elicit an attitudinal response. Responses were measured using a six point, strongly agree to strongly disagree, Likert type scale.

These items were judged for content validity by a panel of national and regional global education experts. The instrument was refined using input from the expert panel.

The instrument was then field tested and checked for clarity using fifty university students. Examples were added to items 4 and 9 as a result of the field testing.

A random sample of Texas educators (K-12 teachers, building principals, and curriculum coordinators) were selected. A mail survey was used to gather data. A total of 436 responded to the survey. The confidence level for the survey was 95%.

A factor analysis was conducted in order to explore any interrelated dimensions within the *Receptivity to Global Education* instrument. These data are presented in Table 2 (see Appendix). The factor analysis revealed four independent dimensions, as indicated in Table 2. The

following interrelated items from the *Receptivity to Global Education* instrument were designated under Factor 1:

2. The curriculum should include teaching students to comprehend long-term global trends, for example--pollution and the possible consequences of these trends.

3. The curriculum should include teaching students to identify, analyze, and understand major historical events that have influenced the globalization of human culture.

4. The curriculum should include teaching students to identify common human problems in different societies and historical settings, for example--hunger, deforestation, natural disasters, etc.

5. Students should be taught that they can help in finding solutions to global problems.

10. The curriculum should include teaching students to identify technologies, institutions, languages, and beliefs that link people in many regions of the world.

11. Students should be taught that different lifestyles have different impacts on the earth and its atmosphere.

13. There is a need to increase students' understanding of developing countries.

15. The curriculum should include teaching students to understand the costs and benefits of interdependence and dependence between nations.

17. The curriculum should include economics with some recognition of its global context.

18. Students should be encouraged to develop a sense of being a world citizen.

19. Students should be taught conflict management skills.

20. The curriculum should include teaching students to understand how societies are influenced by their geographic location and their physical environment.

For the most part, the items in Factor 1 dealt with curriculum goals.

As indicated in Table 2, the following interrelated items which are designated under Factor 2 were identified:

8. American democracy should be taught in the context of studying about democratic systems throughout the world.

9. There is a need to reduce Western bias in teaching about non-Western countries, for example--teaching about the Middle East from a United States' perspective.

12. Students should be taught U.S. history in a world context.

14. Students should be taught American geography in a world context.

21. All curriculum areas should be taught within a global context.

Items designated as Factor 2, can be classified as items relating to "global perspective".

As indicated in Table 2, the following interrelated items which are designated under Factor 3 were identified:

7. A second language should be required of all students beginning in the elementary grades.

16. Teaching games and sports from other parts of the world should be a major component of the physical education program.

22. The reading curriculum should include numerous selections from literature of different cultures.

23. High school students should be encouraged to participate in study programs abroad.

24. Students should study models of transnational economic cooperation that contribute to economic development of different regions of the world.

These five items designated under Factor 3 dealt with curriculum content.

As indicated in Table 2, the following interrelated items which are designated under Factor 4 were identified:

1. Art classes should be taught with an emphasis on multi-cultural art forms.

6. Music classes should be taught with an emphasis on multi-cultural contributions to the field of music.

These two items designated under Factor 4 both dealt with a multi-cultural perspective.

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APPENDIX

Table 1

Receptivity to Global Education Instrument

It has been suggested that the different components listed below should be a part of the K-12 curriculum in American schools. Bearing this in mind, please indicate below your opinion regarding each of the K-12 curriculum components.

		PLEASE CIRCLE					
		STRONGLY DISAGREE					STRONGLY AGREE
1.	Art classes should be taught with an emphasis on multi-cultural art forms.	1	2	3	4	5	6
2.	The curriculum should include teaching students to comprehend long-term global trends, for example--pollution and the possible consequences of these trends.	1	2	3	4	5	6
3.	The curriculum should include teaching students to identify, analyze, and understand major historical events that have influenced the globalization of human culture.	1	2	3	4	5	6
4.	The curriculum should include teaching students to identify common human problems in different societies and historical settings, for example--hunger, deforestation, natural disasters, etc.	1	2	3	4	5	6
5.	Students should be taught that they can help in finding solutions to global problems.	1	2	3	4	5	6

Table 1 (continued)

Receptivity to Global Education Instrument

6.	Music classes should be taught with an emphasis on multi-cultural contributions to the field of music.	1	2	3	4	5	6
7.	A second language should be required of all students beginning in the elementary grades.	1	2	3	4	5	6
8.	American democracy should be taught in the context of studying about democratic systems throughout the world.	1	2	3	4	5	6
9.	There is a need to reduce Western bias in teaching about non-Western countries, for example--teaching about the Middle East from a United States' perspective.	1	2	3	4	5	6
10.	The curriculum should include teaching students to identify technologies, institutions, languages, and beliefs that link people in many regions of the world.	1	2	3	4	5	6
11.	Students should be taught that different lifestyles have different impacts on the earth and its atmosphere.	1	2	3	4	5	6
12.	Students should be taught U.S. history in a world context.	1	2	3	4	5	6
13.	There is a need to increase students' understanding of developing countries.	1	2	3	4	5	6
14.	Students should be taught American geography in a world context.	1	2	3	4	5	6

Table 1 (continued)

Receptivity to Global Education Instrument

15.	The curriculum should include teaching students to understand the costs and benefits of interdependence and dependence between nations.	1	2	3	4	5	6
16.	Teaching games and sports from other parts of the world should be a major component of the physical education program.	1	2	3	4	5	6
17.	The curriculum should include economics with some recognition of its global context.	1	2	3	4	5	6
18.	Students should be encouraged to develop a sense of being a world citizen.	1	2	3	4	5	6
19.	Students should be taught conflict management skills.	1	2	3	4	5	6
20.	The curriculum should include teaching students to understand how societies are influenced by their geographic location and their physical environment.	1	2	3	4	5	6
21.	All curriculum areas should be taught within a global context.	1	2	3	4	5	6
22.	The reading curriculum should include numerous selections from literature of different cultures.	1	2	3	4	5	6
23.	High school students should be encouraged to participate in study programs abroad.	1	2	3	4	5	6
24.	Students should study models of transnational economic cooperation that contribute to economic development of different regions of the world.	1	2	3	4	5	6

Table 2

Factor Analysis: Receptivity to Global Education Instrument

Rotated Factor Matrix:

Item	Factor 1	Factor 2	Factor 3	Factor 4
1	.16381	.15728	.20339	.81203*
2	.59948*	.08109	.01124	.50958
3	.50066*	.29268	.01248	.45494
4	.68894*	.30127	-.05013	.33679
5	.72282*	.18249	.03755	.29295
6	.15835	.15845	.34533	.75505*
7	.05880	.17812	.65014*	.07213
8	.20816	.70335*	.14431	.08913
9	.09433	.64485*	.18231	.22436
10	.50110*	.34183	.28386	.22768
11	.64777*	.25757	.08160	.25891
12	.30524	.76415*	.12774	.07571
13	.62808*	.28876	.26189	.04832
14	.43507	.63261*	.09276	.09559
15	.73315*	.25795	.22909	.06697
16	.10781	.24745	.62769*	.35096
17	.70082*	.08617	.40667	-.04395
18	.56808*	.38440	.26328	.09195
19	.60724*	.08104	.26340	.09479

Table 2 (continued)

Factor Analysis: Receptivity to Global Education Instrument

Rotated Factor Matrix:

Item	Factor 1	Factor 2	Factor 3	Factor 4
20	.74084*	.18294	.22835	.13511
21	.18153	.55931*	.39336	.20469
22	.32665	.31184	.48760*	.41021
23	.32472	.03096	.63129*	.17672
24	.46763	.28993	.55125*	.00190